DOCUMENT RESUME

ED 080 059 HE 004 403

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TITLE Foreign Students in Washington's Colleges and Universities.
INSTITUTION Washington State Council on Higher Education, Olympia, Washington.
PUB DATE Feb 73
NOTE 75p.; Draft copy

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Foreign Nationals; *Foreign Students; *Higher Education; International Education; *Questionnaires; Statistical Data; *Student Exchange Programs; Student Personnel Services
IDENTIFIERS *State of Washington

ABSTRACT

This report focuses on the problems and needs of foreign students in Washington's colleges and universities. A brief historical review, a survey of international student programs in Washington institutions of Higher Education and a survey of international students all supported by tables of statistical data. Recommendations are offered in the area of admissions, financial considerations, residency requirements, tuition waivers, and exchange programs. The creation of a clearinghouse for foreign student programs is suggested. The appendix contains the response, by institution, to questions asked in the "International Student Program Questionnaire." (MJM)

ED 080059

Council on Higher Education
State of Washington

FOREIGN STUDENTS IN WASHINGTON'S COLLEGES AND UNIVERSITIES

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FOREIGN STUDENTS
IN WASHINGTON'S
COLLEGES AND UNIVERSITIES

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February, 1973

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INTRODUCTION

The preparation of this report is in response to HFR 57-1971, a legislative mandate directing the Council on Higher Education to "...undertake a study of the foreign student, the problems associated with attendance at an institution of higher education (in the State of Washington)," with particular reference to "...financial considerations; and...prepare a report including recommendations..."

The focus of this report is on the problems and needs of foreign students and includes recommendations and suggestions to institutions of higher education regarding foreign student programs.

In an evaluation of commitments to international students and their education in American institutions, it is important to define educational objectives and purposes and to elaborate on the philosophical rationale used to provide programs for foreign students at American institutions of higher education.

The original purpose for a student's coming to America was to obtain an education that could not be received elsewhere. It was discovered, however, that the presence of a student from another country gave the institution an international outlook and made the university truly "universal." The foreign students' presence also had an impact on American students, the institution, and the people of the community. Social and cultural interaction was found to be an experience uniquely valuable to both the foreign student and that student's American counterpart. The American students gain a broader

perspective that can be shared with others thus enlarging the horizons of all students.

The data and information gathered in this report are the result of a survey of international student programs at post-secondary institutions in Washington and also represent opinions and concerns of foreign students collected through a questionnaire. In addition, a survey was made of other states to determine policies and enrollment data of out-of-state institutions for foreign students. This report attempts to analyze the participation of foreign students in higher education both in Washington and throughout the United States. Finally, the report presents a series of ideas and suggestions for improvement of foreign student programs in the State of Washington.

SECTION I

A BRIEF HISTORICAL REVIEW

In order to fully understand the present situation that has developed in the area of foreign student education in America and as a basis of orientation as to the philosophical rationale used to justify the existence of foreign students on university and college campuses, it is necessary to have an overview of the development of foreign student participation.

Early History in American Higher Education

"The pursuit of learning beyond the boundaries of one's own community, nation, or culture is as old as learning itself. It stems from the human capacity for curiosity and adventure. It reflects the ability of human beings to communicate with each other at varying levels and with varying sophistication across the barriers of social particularities."[1] As far back as the establishment of the first schools of higher education in this country, foreign students have been attending institutions of higher learning in America. However, their participation in American higher education was very slow to develop, and prior to the early 1900's there was minimal participation in institutions of higher learning in America by students from other lands.

The low participation rate of foreign students in early American higher education may be attributed primarily to the fact that American

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[1] Cora DuBois, Foreign Students and Higher Education in the United States, (Washington D.C., American Council on Education, 1956) page 1.

institutions were in a period of experimentation and constant transition during early development and, therefore, more concerned about internal growth than relating to other constituencies. Moreover, the size of these early institutions remained fairly small. Students from other countries (mainly the European countries) could receive a far better education in their homeland in long established universities and colleges with recognized and highly respected scholars.

Post World War One

Following the First World War, the academic relations of the United States (and its institutions of higher education) "...with other countries were enhanced by the increasing influence of America throughout the world and by the growing prestige of American Scholarship."[2] At this time "...greater numbers of students were moving from one country to another over the earth's surface than ever before in historic times."[3]

This period of growth in the total numbers of foreign students, at least in the United States, was short lived. From the early 1920's to the latter part of the 1930's the United States government and the American people took on a posture of isolationism. During this period of time foreign student enrollment remained relatively stable.

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[2]Guy S. Metraux, Exchange of Persons: The Evolution of Cross-Cultural Education, (New York: 1952), page 13.

[3]"The World Migration of Students," The American Review of Reviews, (July, 1921), page 92.

In 1936 the United States government first became involved in international educational exchange with the signing of a compact at the Convention for the Promotion of Inter-American Cultural Relations that provided for the exchange of students and professors of other nations. This convention "...marked the official entry of the United States government into the field of international cultural cooperation."[4] However, the outbreak of war in Europe in 1939 averted any participation by foreign students in American higher education.

Post World War Two

At the close of the Second World War there were an unprecedented number of foreign and domestic students attempting to gain admission to American institutions of higher education. However, virtually every institution was unable to meet its local commitment for returning veterans and students from abroad were not accepted for enrollment.[5]

It was Franklin D. Roosevelt, in his fourth inaugural address in 1945, who exclaimed, "We have learned that we cannot live alone... ones well-being is dependent on the well-being of other nations... We have learned to be citizens of the world, members of the human community."

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[4]Paul S. Bodenman, American Cooperation with Higher Education Abroad (U.S. Department of Health, Education and Welfare, Washington D.C.: 1957) page 40.

[5]Victor A. Rapport, "The Need of Organized Action to Meet the Foreign Student Problem," School and Society, (August 31, 1946), page 150.

In 1946 the United States government created what some have called "...one of the most dramatic educational innovations of our era"--the Fulbright Act.[6] The passage of the Fulbright Act allowed for the exchange of students in lieu of payment for surplus war equipment. In 1948 Congress passed the Smith-Mundt Act that provided the allocation of funds to support the Fulbright program.

The Washington State Legislature, a step ahead of Congress, enacted a law in 1945 "...authorizing the University of Washington and Washington State University to award scholarships and certain fee exemptions to students and graduates of friendly foreign higher educational institutions provided similar reciprocal privileges are exchanged."[7]

The passage of these acts and others at both state and federal levels had a substantial impact on the growth of foreign student enrollment in American institutions of higher education.

From 1953 to 1971 the number of foreign students enrolled in American institutions of higher education rose from 33,647 to 134,959.[8] Over this period of time scholarships were created by private foundations, institutions of higher education, and the federal government. Local community organizations sponsored foreign students. In addition, colleges and universities with large numbers of foreign students created supportive services on campus for special counseling and other educational services to meet their particular needs.

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[6] Irwin T. Sanders and Jennifer C. Ward, Bridges to Understanding, (New York: 1966), page 135.

[7] Washington State Legislature, Session Laws, 1945, Chapter 236.

[8] Open Doors 1953 and 1971, Report on International Exchange, (Institute of International Education, New York, 1953 and 1971), page 3.

Section II

A SURVEY OF INTERNATIONAL STUDENT PROGRAMS IN WASHINGTON INSTITUTIONS OF HIGHER EDUCATION

As a beginning point for the study of the foreign students and the problems associated with their attendance at Washington institutions of higher education, a survey instrument was designed to identify specific programs for foreign students and to obtain detailed information on enrollment, place of origin, and other characteristics of international students attending colleges and universities in the State of Washington.

An advisory committee was formed to oversee the development of this survey instrument. Members of this Advisory Committee on the Foreign Student Study were: Edward L. Carpenter, Director of International Services Office, University of Washington; Victor Freund, Foreign Student Advisor, Centralia College; J. Paul Steadman, Dean of Students, Fort Steilacoom Community College; Mrs. Mary M. Ridge, Pre-Major Program Director, Seattle University; Mr. Lowell Ingram, Sr. Foreign Student Advisor, University of Washington; David D. Horner, International Student Advisor, Washington State University; and Mary L. Stephens, Foreign Student Advisor, Shoreline Community College. Initially this advisory committee met once, however, several members of this advisory committee met informally with the Council staff for the purpose of reviewing the study's progress at different intervals during the study period.

The questionnaire drafted by the advisory committee was distributed to all public and private institutions of higher education in the State of Washington.

A similar but a condensed version of the "International Student Program Questionnaire" was distributed to a random sampling of colleges and universities in the United States. Forty-seven institutions (23 four-year public institutions, 16 community colleges, and 8 private institutions) from 22 states and the District of Columbia received the questionnaire. Twenty-two institutions responded (14 four-year public institutions, 6 community colleges, and 2 private institutions) from 17 states for a response rate of 46.8 percent.

The purpose of this survey was to determine what other states are doing in the area of international education and what differences arise from size, geographic location, policy, admissions standards, services, and facilities of the institutions surveyed. For purposes of comparison, this section of the report will also refer to the results of surveying the out-of-state sample institutions.

The following data and information concerning foreign student and international programs were drawn entirely from material provided by the institutions themselves.

Enrollment

There were 3,282 international students enrolled in higher educational institutions in the State of Washington, Fall 1970. They represented 1.6 percent of the total student population.

Table 1.1 below compares the percentage of international students in relation to total student population from 1965, 1970 to 1972.

Table 1.1

INTERNATIONAL STUDENT ENROLLMENT AS PERCENTAGE OF TOTAL STUDENT ENROLLMENT

Year	Total Foreign Student Enrollment	Total Student Enrollment	Foreign Student Enrollment Percentage of Total Enrollment
1965	1,915**	109,687	1.75
1970	3,282	200,144	1.64
1971	3,162	203, 971	1.55
1972	2,947	204,117	1.44

**Estimated by the Council on Higher Education

Table 1.2 gives an indication of the foreign student enrollment by type of institution from 1965, 1970-1972.

Table 1.2

FOREIGN STUDENT ENROLLMENT BY TYPE OF INSTITUTION FROM 1965, 1970-1972

Type of Institution	1965	1970	1971	1972
State Universities	1,268	1,675	1,377	1,399
State Colleges	126	324	363	269
Community Colleges	148*	712	763	617
Public Institution Total	1,542*	2,711	2,503	2,285
Private Institution Total	373*	571	659	662
Grand Total	1,915*	3,282	3,162	2,947

*Estimated by the Council on Higher Education

The information in this section was collected in 1970 and updated each fall. Policy statements, however, are based on the 1970 questionnaire.

The information is summarized by type of institution in the report and the Appendix provides responses by individual institutions.

An examination of Table 1.1 shows a definite decrease in foreign student participation in relation to total student enrollment in Fall 1971. Foreign student enrollment figures for Fall 1972 further substantiate this trend. An interesting observation may be made from further examination of Table 1.2. In Fall 1971 total foreign student enrollment was down; however, the two state universities were the only ones to show an actual decrease in foreign student population. The four-year state colleges, community colleges, and private institutions actually showed an increase. It should be noted that this was not an increase in participation rate.

In Fall 1972 while the University of Washington showed an increase in foreign student population over Fall 1971 enrollment, Washington State University enrollment declined and the state four-year colleges and community colleges showed sharp decreases. In private institutions there was relatively no change from the previous year in foreign student enrollment.

The decrease in the total number of foreign students enrolled in Washington institutions of higher education over the past two years may be attributed to several factors including: increased non-resident tuition and fees, quotas regarding out-of-state students, and enrollment limitations generally.

A comparison of non-resident fees shows that foreign student enrollment tends to decrease when a large increase in tuition and fees occurs. A further decrease has been observed when demands for enrollment spaces are great. Institutions establish policies which

favor residents over both out-of-state and foreign students. It is anticipated that recent available openings in colleges and universities will see an increase in the foreign student population.

Home Country By Region

In Fall 1970 of the 115 different countries represented, 50 percent of Washington's foreign students were from Asian countries. Approximately one out of every four international students was a Canadian (although the three four-year state colleges enroll only 11 percent of the total international student enrollment in Washington, and the two state universities enrolled over 52 percent of the foreign student population, the total Canadian student population at the three state colleges is larger than that at the two state universities). The remaining 25 percent are from Europe, Africa, South America, Middle America, and Oceania.

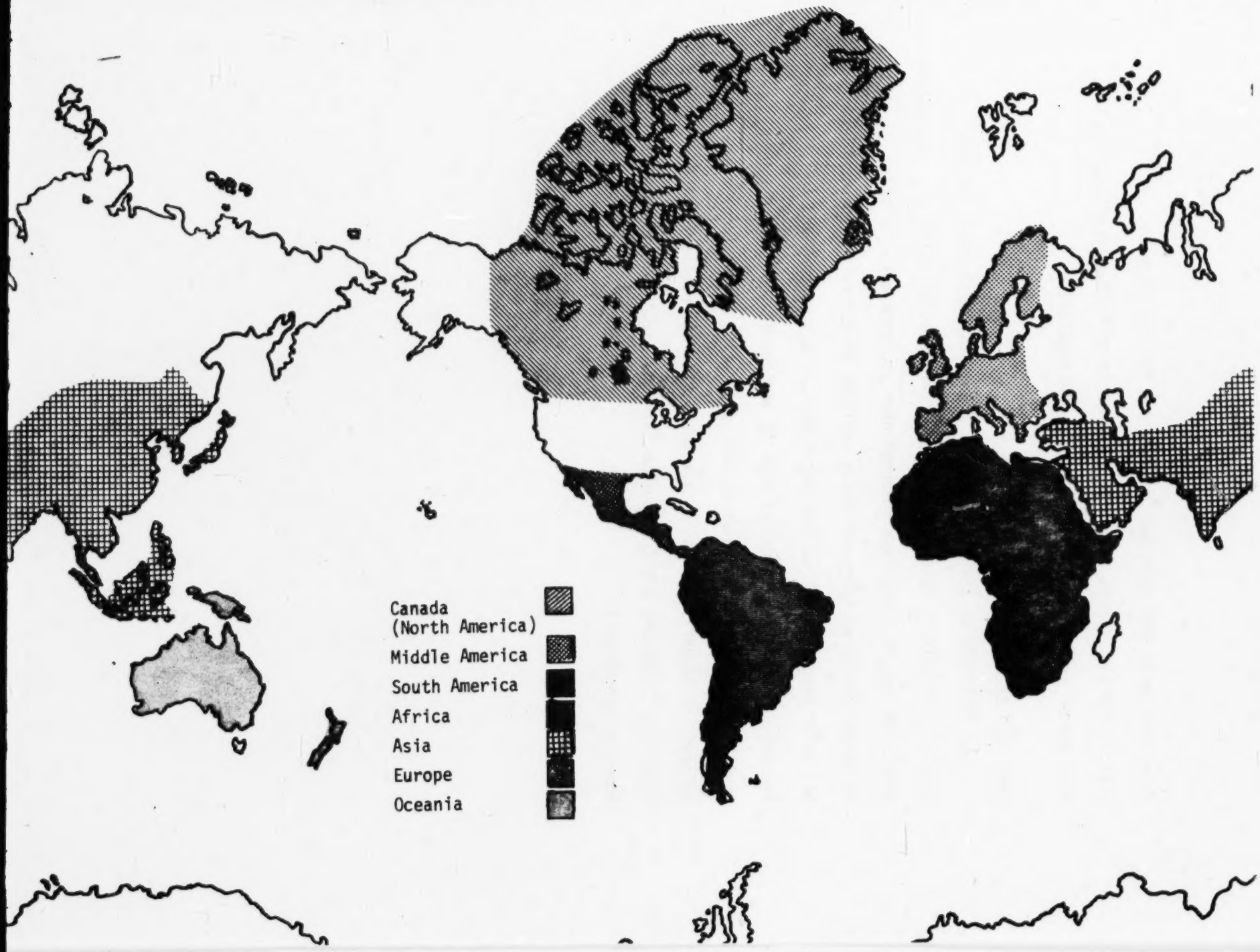
Canada
(North America)
Middle America
South America
Africa
Asia
Europe
Oceania

Chart 1.1

THE PERCENTAGE OF INTERNATIONAL STUDENTS FROM EACH WORLD AREA ATTENDING WASHINGTON INSTITUTIONS OF HIGHER EDUCATION FALL 1970

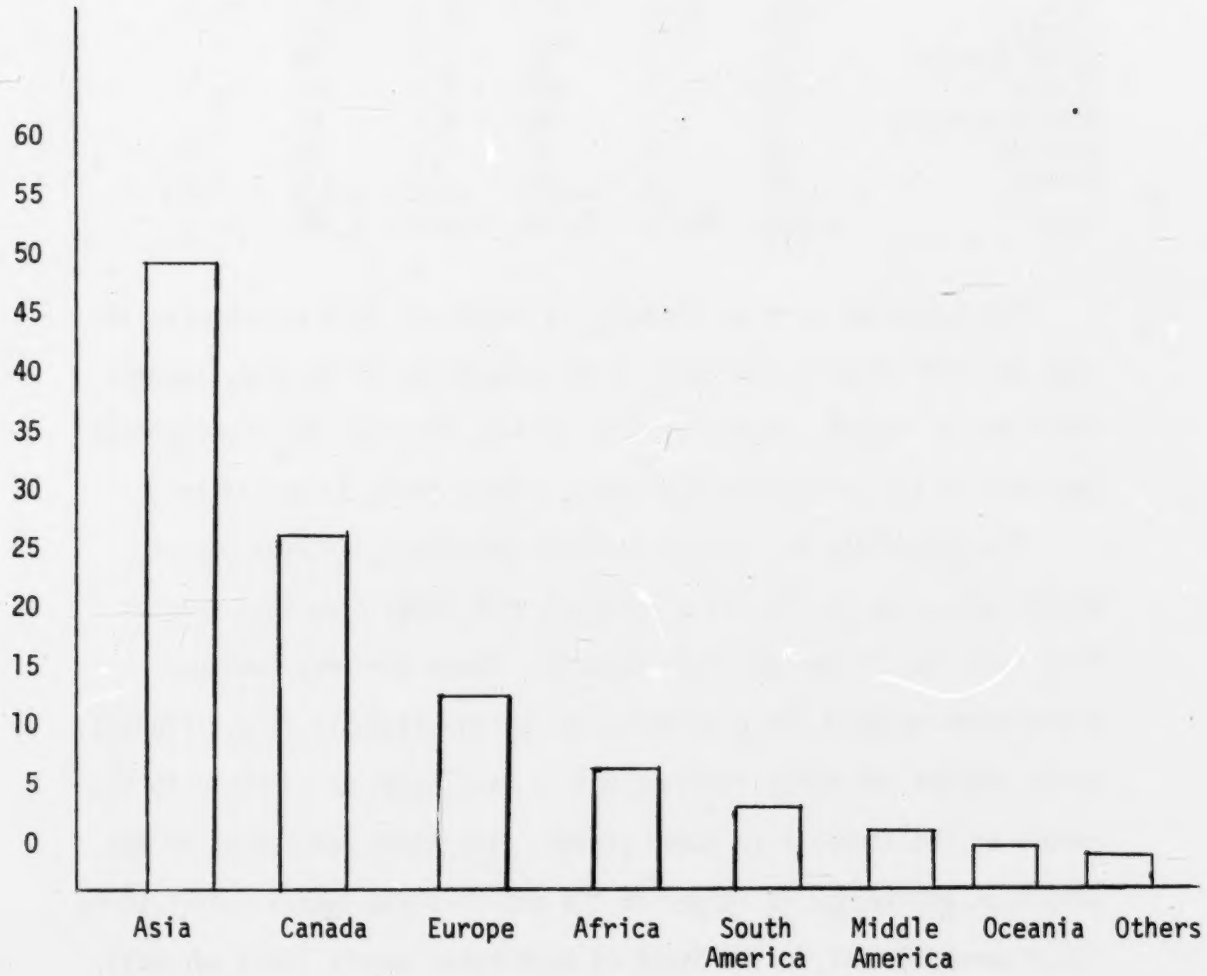

Table 1.3 illustrates the decrease or increase of foreign student population in relation to world regional distribution.

Table 1.3

FOREIGN STUDENTS GEOGRAPHIC REGION OF ORIGIN BY TYPE OF INSTITUTION, 1970-1972

Region	1970		1971		1972		Percentage Comparison 1970-1972
	No.	%	No.	%	No.	%	
Canada	834	25.4	738	23.3	602	20.4	-4.1
Asia	1,579	48.1	1,647	52.1	1,610	54.5	+4.5
Europe	399	12.2	357	11.3	230	7.8	-4.3
South America	118	3.6	86	2.7	99	3.4	0
Africa	168	5.1	140	4.4	198	6.7	+1.5
Middle America	77	2.3	76	2.4	61	2.1	-0.1
Oceania	55	1.7	37	1.2	34	1.2	- .5
Others	52	1.6	81	2.6	113	4.0	+3.6
Total	3,282	100.0	3,162	100.0	2,947	100.0	

The number of foreign students by region in 1970 as compared to 1971 and 1972 shows a decrease in the proportion of foreign students from Europe, Canada, South America, Africa, Oceania, and a percentage increase in the proportion from Asia, Middle America, and others.

The proportion of foreign students attending institutions of higher education in the State of Washington range from 50.0 percent from Asia, to 1.7 percent from Oceania. There are very obvious differences between the proportion of foreign students from different world regions attending institutions in Washington as compared to the sample of institutions in other states. The Asian population of the sample on an average is larger in the out-of-state sample institutions (55.9 percent) than in the State of Washington sample (50.0 percent). The greatest difference is in the number of Canadian students attending Washington institutions as compared to the number of Canadian students enrolled in other states.

Enrollment Level

In the state universities the number of graduate foreign students outnumbers undergraduates; however, when all institutions are considered, undergraduates outnumber graduates 2 to 1.

Table 1.4

INTERNATIONAL STUDENTS' CLASS
STANDING BY TYPE OF INSTITUTION

Type of Institution	Undergraduate		Graduate		Total	
	No.	%	No.	%	No.	%
State Universities	609	30.2	1,066	84.1	1,675	51.0
State Colleges	185	9.2	139	11.0	324	9.9
Four-Year State Total	794	39.4	1,205	95.0	1,999	60.9
Two-Year State	712	35.4			712	21.7
All State	1,506	74.8	1,205	95.0	2,711	82.6
Private Four-Year	508	25.2	63	5.0	574	17.4
Grand Total	2,014	61.4	1,268	38.6	3,282	100.0

Major Field of Study

In the state four-year institutions 21.5 percent of the international students are in the field of engineering, followed in order by business and management (9.8%); interdisciplinary studies (8.3%); health professions, physical science and social science (7.0%); education (5.9%); and letters (5.3%).

In the private colleges and universities the foreign students are majoring in business and management (19.7%), engineering (11.6%), health professions (11.3%), interdisciplinary studies (8.4%), physical sciences (7.3%), biological science (6.6%), education (6.2%), and social sciences (5.6%).

Sixty-seven percent of the foreign students attending Washington community colleges participate in the arts and sciences transfer program, 32 percent in technical and occupational fields, and the remaining one percent are enrolled in general studies. (See Table 1.5.)

Table 1.5

INTERNATIONAL STUDENTS' CLASS
STATUS IN STATE COMMUNITY COLLEGES

Class Status	Number	Percentage
Academic Transfer	508	65.7
Vocational Occupational	234	30.3
Community Service	30	3.9
Others	1	.1
Total	773	100.0

Policy on the Enrollment

In the state four-year colleges and universities there is no particular policy specified. Foreign students are welcome and application is encouraged. Only Washington State University designated a quota (3 percent of total student enrollment and no more than 25 percent from one country).

The community colleges throughout the State of Washington have varied policies on enrollment of international students. Three community colleges discourage foreign students from attending their respective institutions because of lack of facilities to accommodate them. Four of the community colleges stated that they do not plan to admit foreign students unless they can benefit from programs offered. Only Clark College stated a quota of one percent of the student body (not more than 60 percent from one region--not over 1/3 from one country). All the other community colleges either stated they have no policy or that they welcome the attendance of foreign students on the same basis as other students (except for English proficiency and an American sponsor in some cases).

Only one private institution limits international students because of limited facilities. All others welcome qualified applicants

on the philosophy of cultural exchange, diverse student body, and benefits derived by the community and others.

Admissions Policies for International Students

Admissions policies in all the schools vary in some respects with such criteria as grade point average and TOEFL (Test of English as a Foreign Language) scores being utilized. But basically requirements consist of meeting requirements of all other students such as age, limitations to high school graduates or equivalent degree, plus English proficiency, and evidence of financial support. A few schools require health documents. Foreign student transfers from other United States colleges and universities are expected to meet requirements of regular transfers.

Financial Statements Required of International Students

Financial statements are required of all international students in the four-year public institutions. One standard form used by Central Washington State College is a Declaration and Certification of Financial Support Form. The University of Washington requires a sponsor and $3,800 for the first year, Eastern asks $2,400, and Washington State University asks $3,200. Western Washington State College requests students to certify financial ability.

Most two-year community colleges indicated that a foreign student must have a written statement of financial support from parents or sponsors. A bond posted upon a local bank or other means of support is required at one institution and yet another college requires a specified deposit to the school in advance. Seven schools did not

respond to this question, thus they did not specify whether or not a financial statement of support is required.

Two forms are used by two private colleges respectively, a Confidential Financial Information Form and A Declaration and Certification of Finances. Three other schools require a deposit of first year expenses and/or financial statement of support from parent or sponsor. One school did not respond.

English Language Proficiency Standards

Four of the six state colleges and universities require a Test of English as a Foreign Language (TOEFL) score of 500 or better. The Evergreen State College specifies that the student must just have completed the test and Washington State University has no cutoff point.

Seventeen of the 24 community colleges require TOEFL test scores. (Three specify 500 or better, one requires a 540, another 375, and yet another school requires just a satisfactory score. Ten community colleges did not give a cutoff point.) Other tests accepted are the Michigan Test and English Competency Test given by the American Counsul in a particular foreign country. One school requests that the student speak, read, and write sufficiently well to study at an American institution of higher education. Another institution urges attendance in institutions of English language, and yet another uses the interview as a means of determining English proficiency. Big Bend Community College stated it has no specific standards and two community colleges did not respond.

All private schools require test results on TOEFL. Three schools specify 500 score or better on the test to be eligible for admissions and, depending on major field of study, an even higher score may be required. Other tests accepted are the Verbal SAT test, an English Achievement test, or a test from the American Consul in the student's home country. Three schools request SAT scores, and only one school uses interviews as a method of determining an international student's proficiency in the English language.

Residency Classification

All foreign students are considered nonresidents for the purpose of tuition payment at state institutions of higher education. However, there are three ways in which a foreign student may classify as a resident for the purpose of tuition payment: (1) teaching or research assistantships; (2) spouse who works for a college or university for 20 or more hours; or (3) spouse employed by the State.

Financial Assistance

Loan funds and scholarships are available in all the four-year state colleges and universities (maximum amounts range from $25.00 to $500.00). The two state universities each have 100 scholarships to award students and graduates of colleges and universities in friendly foreign nations (exempting them from payment of tuition and fees). This authority was granted by the Washington State Legislature in 1945. Thirteen of the 24 community colleges have loan funds from $66.00 to $170 per quarter. Scholarships are available to international students in the amount of $100 per quarter in five community colleges.

It should be noted that loan funds available to foreign students are for short-term emergency purposes, not for financing an education.

The problems with which international students have to contend when seeking financial assistance or part-time employment include: required citizenship to be eligible for financial aid funded by the United States Office of Education; immigration regulations precluding spouse from working and/or a student dropping out for a semester or taking a part-time academic load to work toward financing the education.

Another situation is developing: the total number of teaching and research assistantships at the two state universities has been reduced, with the effect that some foreign students have lost support from assistantships and new foreign student applicants appear to be less likely to receive them.

Employment Situation

International students attending a state four-year institution are generally permitted to work while being enrolled full time. However, employment is limited to 15 or 20 hours per week while classes are in session, and is usually not granted to students in their first year. Students employed must maintain a satisfactory grade point average and their work must not interfere with completion of a degree.

Table 1.6 shows the estimated number and percentage of foreign students employed during the summer in America, part time during the academic year and as teaching or research assistants according to information provided by each institution.

Table 1.6

FOREIGN STUDENTS EMPLOYED DURING THE SUMMER, PART TIME DURING THE ACADEMIC YEAR AND/OR AS TEACHING OR RESEARCH ASSISTANTS

Type of Institution	Summer Job	Part Time During School	Teaching or Research Assistant	Total Foreign Student Enrollment
State Universities	580	450	303	1,675
State Colleges	82	104	13	324
Community Colleges	349	282	-	712
Public Institution Total	1,011	836	316	2,711
Private Institution Total	278	270	8	571
Grand Total	1,289	1,106	324	3,282

Most of the community colleges have no written policy as to the number of hours a foreign student may work. The Federal Immigration Regulations usually limit them to 15 to 20 hours per week. However, those community colleges that do have policies regulating the number of hours a foreign student may work, range from no permitted employment to three hours a day, or 15 hours a week.

Those that are permitted to work encounter difficulties in obtaining a job in the community. Some of the drawbacks include the lack of jobs, language problems, transportation, and restrictions by immigration authorities.

Usually a foreign student seeking employment is referred to the college or university placement or employment office on campus. There the student is oriented to requirements and responsibilities of employment and is usually informed of job opportunities.

The assistance and advice given foreign students seeking employment varies somewhat from one campus to another. At one college campus employment is only given after all other students are placed, but at another college foreign students are given priority for summer jobs on campus.

Source of Funding

Although the data are incomplete and based solely upon estimates made by the institutions, the general trend in regard to major source of funding of an international student's education in a state university, as shown in Table 1.7, is parental or personal funds.

Table 1.7

ESTIMATED MAJOR SOURCE OF FUNDING
FOR INTERNATIONAL STUDENTS
(ONLY THE PUBLIC UNIVERSITIES RESPONDED.)

Source of Funding	Undergraduate	Graduate	Total
Parents or private sources	63.8%	37.6%	46.8%
Part time on campus	7.2	10.8	9.5
Part time off campus	10.1	8.5	9.0
Teaching and research assistants	1.3	23.3	15.6
Home government scholarship	3.4	6.0	4.5
United States Government Scholarship	1.7	8.5	5.0
Private Scholarship	.9	3.5	4.0
Others	11.6	11.8	8.0

Part-time work (off campus for undergraduates and teaching assistantships for graduates) is the second most common method of funding used by foreign students.

Programs for Foreign Students

Out of the six state four-year colleges and universities, all but Evergreen and Central Washington State College have special counselors for international students. At the community college level there are 13 institutions out of 24 that have special counselors for foreign students. Of these 13, all but Seattle Central have one part-time counselor (Seattle Central reported three counselors--two full-time

and one part-time). The duties and responsibilities of these counselors are mainly to assist international students in academic, personal, and financial needs.

Foreign student enrollment, however, is not necessarily an indicator of services for the foreign student according to results from the out-of-state sample institutions. Colorado State University and the University of Wyoming have 300 foreign students, but have no special counselors for foreign students. The University of Oregon with 900 foreign students reported no special counselors. Ball State University with only 135 foreign students enrolled has three special counselors (two full time and one part time), and Western Michigan University has three full-time counselors for 325 students.

Section III

SURVEY OF INTERNATIONAL STUDENTS

An essential part of a study of foreign students attending Washington institutions of higher education is the foreign students' own perception of problems associated with college attendance.

A questionnaire was drafted to obtain statistical data and personal opinions directly from the international student. The survey instrument was designed to determine the foreign student's reasons for attending an institution in Washington, problems encountered since arriving in Washington, impact of federal and state laws on the international student, and characteristics of the various international programs at institutions of higher education, and recommendations for methods to assist the foreign student in efforts to gain an education in America. In addition, age, citizenship, race, religious preference, academic status, and field of study of the respondent were requested as background information.

The Sample

The survey was administered in Fall 1971 with the assistance and cooperation of the person responsible for foreign student coordination on each campus. Each institution was asked to distribute the "International Student Questionnaire" at random to approximately 10 percent of the total foreign student population on each campus.

One hundred fifty-eight questionnaires (50.6%) were returned out of a total of 312 distributed (approximately 5 percent of the total foreign student population). Twenty-six institutions of higher education in Washington were represented in the sample. Table 1.8

gives the statistical breakdown by type of institution regarding the distribution and rate of response.

Table 1.8

DISTRIBUTION AND RETURN RATE OF QUESTIONNAIRE

Type of Institution	Total Population	Number Distributed	Number Returned	
Public Four-Year	1,740	185	98	
Community Colleges	763	74	30	
Private Institutions	659	53	30	
Total	3,162	312	158	5%

The number of male respondents (84%) in comparison to female respondents (11%) is equal to the proportion of male foreign students to female foreign students attending institutions of higher education statewide.

The age distribution of the respondents in the survey represents a wide range. About 39 percent were between the ages of 18 to 22, 40 percent of the respondents were between 23 to 27 years of age, approximately 13 percent fell between the ages of 28 to 31, and five percent were 32 years of age or older.

There was a distinct imbalance in the citizenship characteristics of the sample population by region. Asians, although representing only 52 percent of the total foreign student population, consisted of over 64 percent of the sample population. Only four percent of the sample population were from Canada when in actuality they make-up about one-fourth of the total student population. The under representation of Canadian students may be attributed to the fact that many institutions do not consider students from Canada as foreign students,

and therefore may not have counted these students in the ten percent sample.

Other selected characteristics of the sample population identified in this study are reported in Appendix E along with the data by type of institution contained in this section. The following is a summary of the results of the survey of international students.

Student Mobility

Perhaps the most interesting information obtained through the "International Student Questionnaire" related to student mobility. Out of the 158 respondents, 73 (46.2%) have attended another institution in the United States other than their present institution. (See Table 1.9.)

Table 1.9--Answer to the question "Have you attended any educational institution in the United States other than your present institution?"

	Four-Year Public		Private Institution		Community College		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	52	55	10	30	11	34	73	46
Attended In State	14		5		4		23	
Attended Out of State	38		5		7		50	
No	42	45	23	70	21	66	86	54

Of those foreign students indicating attendance at another institution, 32 percent attended another Washington institution. The remaining 68 percent transferred from out-of-state institutions. The largest number of those out-of-state transfers migrated from California (15), 10 from Oregon, 4 from Illinois, and the remaining 21 from fourteen other states.

Reason for Attending Present Institution

The primary reason given by foreign students for attending their present institution is educational opportunity available. About 38 percent of the sample indicated that their educational objectives could best be served in the institution they are presently attending because of the curriculum offerings, high academic standards and/or reputation of the school.

Twenty-two percent indicated some type of financial assistance or scholarship as their primary reason for attending their present institution.

Eighteen percent of the sample population attended their present institution upon the recommendation of a friend or relative. At the community college level approximately twice as many students are attending upon the recommendation of a friend or a relative, as those attending because of the educational opportunities. (See Table 2.0.)

Table 2.0

Answer to the question "What made you decide to attend the college or university in which you are presently enrolled?"

Reason for Attending Present Institution:	Four-Year Public		Community College		Private Institution		All Institutions	
	No.	%	No.	%	No.	%	No.	%
Educational Opportunity (Decided course curriculum, high academic standards)	43	43	8	21	18	52	69	38
Financial Assistance (Teaching Ass't or Research Ass't App't, school scholarship, etc.)	15	15	2	5	2	6	19	11
Reasonable Cost of Education (Relative)	10	10	1	3	1	3	12	7
Geographic Location (Environment)	12	17	4	11	2	6	18	10
Selected By Scholarship Sponsor	6	6	1	3	1	3	8	4
Friend or Relatives Recommendation	11	11	15	41	6	18	32	18
Received Admission	5	5	2	5	2	6	9	5
Other Reasons	4	4	3	8	2	6	9	5
No Particular Reason	3	3	1	3	-	-	4	2

Attitude of Institutions Toward Foreign Students

Only 9 foreign students (6%) out of the 158 surveyed felt that the officials at their institution have a negative attitude toward foreign students; seven percent felt they were indifferent; six percent indicated it depends; and six percent made no comment. The overwhelming number (78%) of those surveyed felt there was a positive attitude of friendship and the desire to help assist the foreign student. (See Table 2.1.)

Table 2.1--Answers to the question "What do you feel is the general attitude of officials and faculty of your institution with regard to international students?"

	Four-Year Public	Community Colleges	Private Institutions	All Institutions	
	No.	No.	No.	No.	%
Positive	64	31	29	124	78
Negative	8	-	1	9	6
Indifferent	10	1	-	11	7
Depends	6	-	-	6	4
No Comment	4	-	2	6	4
Too Early to Say	1	1	-	2	1

The general attitude of the people and government, it was felt, was not as good as that in the academic community. Fifty-seven percent of the respondents indicated the positive attitude of the people and the government, 14 percent stated negative reaction, 10 percent made no comment, 8 percent felt they are indifferent, 6 percent said it depended on circumstances, and 6 percent felt it is too early to say. (See Table 2.2.)

Table 2.2--Answers to the question "What do you feel is the general attitude of the people and government of Washington toward international students.

	Four-Year Public	Community Colleges	Private Institutions	All Institutions	
	No.	No.	No.	No.	%
Positive	54	18	19	91	57
Negative	17	4	2	23	14
Indifferent	8	3	2	13	8
Depends	3	2	2	7	4
No Comment	8	4	4	16	10
Too Early to Say	4	2	3	9	6

Greatest Problem

Slightly over one-half of the foreign students included in the survey indicated their greatest problem since arriving in Washington was financial difficulties. The second greatest problem was language, followed by housing, prejudice of faculty and students, and their low academic achievement. About 6 percent of the respondents stated "other problems," and 6 percent stated they had no problems. (See Table 2.3.)

Table 2.3--Answers to the question "What has been your greatest problem since arriving in Washington...?"

	State Universities		Community Colleges		Private Institutions		All Institutions	
	No.	%	No.	%	No.	%	No.	%
Greatest Problem Since Arriving in Washington:								
Financial	57	61	12	36	12	39	81	51
Language	15	16	12	36	6	19	33	21
Housing	8	10	3	9	1	3	12	8
Low Academic Achievement	1	1	2	6	2	7	5	3
Prejudice of Faculty and/ or Students	4	4	-	-	2	7	6	4
Others	4	4	3	9	2	7	9	6
No Problems	4	4	-	-	5	16	9	6

Socio-Economic Status of Parents (See Table 2.4.)

In the survey the foreign students were asked to indicate the present socio-economic status of their parents according to home country standards. Foreign students generally come from families at the middle-and upper-class status. Fifty-one percent reported their families socio-economic status according to home country standards were middle-class, 33 percent stated they were from upper-class or upper-middle-class families. Only 14 percent indicated their families were lower-middle class, lower class or poverty level. (Only one person marked the category poverty level.)

Table 2.4--Answer to the question "What, in your opinion, is the social status of your parents at the present time according to home country standards?"

	Public Four-Year Institutions		Community Colleges		Private Institutions		All Institutions	
	No.	%	No.	%	No.	%	No.	%
Socio-economic Status of Parents:								
Upper Class	4	4	-	-	2	7	6	4
Upper Middle Class	23	26	12	36	10	32	45	28
Middle Class	50	56	16	49	15	48	81	51
Lower Middle Class	8	9	4	12	4	13	16	10
Lower Class	4	4	-	-	1	3	5	3
Poverty Level	1	1	-	-	-	-	1	1

Father's Occupation (See Table 2.5.)

Since information regarding socio-economic status is extremely subjective, information regarding the father's occupation was also requested. A comparison of these figures shows a favorable correlation. Thirty-nine percent of the respondents came from a family in which the father was an owner, manager, or partner of a small

business. Approximately 31 percent of the respondents' fathers were engaged in a professional occupation (10 percent in professions requiring an advanced college degree--doctor, lawyer, college professor, etc...). Only 10 percent reported their father was employed as an unskilled or semi-skilled laborer. In the private and public four-year institutions 30 percent of the students reported their fathers engaged in a professional field, only 15 percent of those attending community colleges indicated the same.

Table 2.5--Answer to the question "Which of the following categories comes closest to your father's occupation?"

	Four-Year Public		Community Colleges		Private Institutions		All Institutions	
	No.	%	No.	%	No.	%	No.	%
Father's Occupation:								
Unskilled Worker	3	3	4	12	4	13	11	7
Semiskilled Worker	2	2	1	3	1	3	4	3
Service Worker	4	4	-	-	-	-	4	3
Skilled Worker or Craftsman	8	9	1	3	2	7	11	7
Salesman, Bookkeeper, Secretary, Office Worker	7	8	4	12	3	10	14	9
Owner, Manager, Partner of a small Business; Lower Level Government Official	38	4	15	46	9	29	62	39
Profession Requiring a Bachelor's Degree	13	14	2	6	3	10	18	11
Owner, High-Level Exec.-Large Business or High-Level Gov't agency	7	8	2	6	6	19	15	10
Profession Requiring an Advanced College Degree	11	12	1	3	3	10	15	10

Source of Funding

By far the greatest source of income for financing a foreign student's education comes from the parents of the student or from private sources

such as savings. Forty-two percent reported the major portion of their income is from private sources or from their parents. About one-fifth of those responding rely on teaching or research assistantships to pay for their education (interestingly enough, the survey results showed that 52 percent of the graduate students responding have teaching or research assistantships), 21 percent of the respondents were receiving major funding for their education from private scholarships and/or their home government or the United States government scholarships. Only 16 percent finance a major portion of their education through part-time employment during school and/or full-time summer jobs. (See Table 2.6.)

Table 2.6--Major Source of Income of Foreign Students by Type of Institution.

	Four-Year Public		Community Colleges		Private Institutions		All Institutions	
	No.	%	No.	%	No.	%	No.	%
Category Used to Finance Education:								
Parent or Private Source	29	32	25	76	12	39	66	42
Part-Time Work On Campus	3	3	-	-	-	-	3	2
Part-Time Work Off Campus	2	2	2	6	4	13	8	5
Summer Work	10	11	-	-	4	13	14	9
Teaching or Research Asst.	27	29	2	6	1	3	30	19
Home Government Scholarship	13	14	-	-	1	3	14	9
United States Government Scholarship	4	4	-	-	6	19	10	6
Private Scholarship	4	4	4	12	1	3	9	6
Other	-	-	-	-	-	-	-	-

Student Recommendations for Change

Suggested recommendations for program revisions for campus international student programs include:

1. more activities and greater participation between international students, faculty, administrators, American students and community;
2. greater financial assistance (grants, scholarships, and loans);
3. additional English courses to overcome language problems;
4. decision making power on behalf of themselves;
5. more assistance in job placement;
6. creating of an international student program (where none presently exists);
7. more information regarding admission for prospective students; and
8. orientation for new foreign students.

When asked what changes on campus would assist an international student to better gain an education, the suggestions (included in the order of the number of time mentioned) are as follows: lower tuition rates; more financial aid; more personal contact with faculty and others; more responsive and capable professors; a center to meet and exchange background; change in graduate school policies; and more jobs.

Asked to describe the state or federal laws that should be changed to assist the international student, 42 percent of those attending public institutions of higher education indicated the amending of the residency classification law to allow for the foreign student to pay resident tuition after one year at an institution. One out of

every four respondents indicated they would like to see a change in the immigration regulations restricting the foreign students right to work. Other changes mentioned included: revising of laws limiting financial aid to U. S. citizens and repealing of immigration laws regarding status. Those not responding indicated that they were not familiar with state and federal laws or felt no changes were necessary.

Intent on Remaining

Although all foreign students who participated in this survey are holders of non-immigrant visa, (temporary visa) 42 percent responded when asked if they intended remaining in the United States upon completion of their educational goals that they were not sure. Forty percent gave a no response and 16 percent stated they plan to remain in the United States. (See Table 3.9.)

Table 3.9--Answer to question "Do you intend to remain in the United States upon completion of your educational goals?"

	Four Year Public		Community Colleges		Private Institutions		All Institutions	
	No.	%	No.	%	No.	%	No.	%
Yes	13	14	6	18	7	22	26	16
No	37	39	14	43	13	41	64	40
Not Sure	44	47	13	39	12	37	69	44

Section IV

RECOMMENDATIONS AND ALTERNATIVES FOR FOREIGN STUDENT PROGRAMS

Foreign students constitute a small segment of students within the total profile of higher education. Even though their number is small, there are special benefits derived by the presence of foreign students on the campus--benefits for the foreign student, the American student and the community at large. What are these benefits and of what importance is international education?

The primary reason given by foreign students for obtaining an American education is the specialized training in some field which cannot be obtained in the home country. To an American student the presence of foreign students means an opportunity to gain a cross cultural education that the student may never have the opportunity to experience.

The local community also derives some benefits due to the presence of international students. Among a few of these benefits are: better international understanding results from contact with international students; interaction and cross-cultural communication between foreign students and host families in the community; and the opportunity for personal satisfaction of families who act as quasi-parents for international students and enhancement of the educational experiences of the community.

These benefits as described above provide the basis for a philosophical evaluation of the value of foreign students on the campuses of Washington institutions of higher education.

Within that evaluation and subsequent development of establishment of foreign student programs certain factors should be taken into account. These factors are offered as suggestions and ideas for the improvement of foreign student programs.

Admissions:

Institutional guidelines should be developed and implemented which will best achieve the goals of the institution and its role in international education.

Some foreign students are admitted to the institutions who are not academically prepared to study college level work, cannot meet the financial costs of an American education, and/or are not proficient in the English language (to the extent of being able to pursue their education). The majority of the students described above come from non-western countries in which English is a foreign language, and from underdeveloped or developing countries.

The institution issues an I-20 form (certification of eligibility) so that a student may apply for a student visa to come to America for educational purposes. It should be the institution's role to determine standards for selection of applicants for admission.

A foreign student applying for admission in an institution of higher education in the State of Washington should meet three requirements: (1) proof of financial support, (2) academic eligibility, and (3) English language proficiency.

Further recommendations include:

1) Open-door policies, particularly in the community colleges, should not apply to foreign students.

2) Institutions without foreign student programs, staff, or adequate facilities generally should not admit foreign students.

3) A better means of determining proficiency in English language should be explored.

   a) A better testing procedure is needed to ensure English proficiency.

   b) Greater use of the interview method through the American Counsul in each foreign country could be required.

   c) Standards for various fields of study should be established (foreign students in linguistics may have less of an academic problem than foreign students majoring in the social sciences).

4) Information should be forwarded to the applicant indicating the academic programs available at the institution at which that person is applying, and when appropriate, the foreign student should be referred to another institution that will better meet specified needs.

5) Motivation of the student, social and emotional stability, in addition to the reason for wanting to come to America should be elicited from each applicant.

A majority of the foreign students enrolled in Washington institutions of higher education come from the Asian countries. The next highest number emanate from Canada. These figures offer an unbalanced mix of foreign students on campuses and deny the primary purpose of

a foreign student program--that is providing a broad cultural exchange of ideas and values. A system to achieve a better balance of the mix of foreign students should be established. There are obvious exceptions to this objective, but consideration of the problem and development of policies will serve to correct this now existing imbalance and assist a foreign student program to achieve its goals.

Exchange students from foreign countries should be given priority in admissions to encourage and facilitate special exchange programs which allow American students to attend an institution abroad.

The quality not the quantity of the foreign students admitted to institutions in Washington state can best justify the existence of a foreign student program.

Financial Considerations

One of the points discussed under the admissions policy considerations related to a determination of financial responsibility on the part of the foreign student and that persons family. Generally a financial statement regarding the ability of the student to fulfill expenses incurred is requested for one year rather than for the duration of the educational objective. It is recognized that prediction of financial responsibility for the period of the educational objective such as for four years or two or three is difficult. However, some assurances should be sought from the student or family to alleviate problems associated with a lack of funds.

Special counseling is often necessary regarding financial matters. The United States standard of living is almost invariably higher than that of other countries and money may not stretch as far as was thought by the student. All too often students run out of money before completing the year. A special orientation program could be set up to discuss money management and assist the student in utilizing funds in the best possible manner.

Problems regarding employment have been discussed. The restrictions on working facing foreign students are a combination of requirements of the immigration office and campus policies made in the best interests of the student (in the case of adapting to the new culture and learning habits) or the community (in the case where jobs are given to American students first). This question is again one of individual assessment. Some students may actually benefit through cultural contact and language use, if allowed to work. Other foreign students may need to spend that time studying or taking special remedial courses. The point to be made is that policies which are restrictive without understanding individual abilities or needs defeat an effective foreign student program. Counseling is again the key to developing policies and exceptions to those policies.

Although the major source of funding for an international student's education is from parents or private sources, financial difficulty is the number one problem faced by foreign students attending Washington institutions of higher education.

Efforts should be made to repeal work restrictions on married couples and first year students who desire part-time work. Existing employment opportunities for foreign students should be explored and new employment opportunities and/or work study programs discovered. There are many job positions that can be filled by foreign students without displacing an American citizen.

Other means of support should be explored. The rising cost of an education coupled with a cutback in the amount of funds available for foreign students has created financial problems. Identification of organizations that could best benefit from supporting international educational programs should be developed. One particular group that should not be overlooked is private business. The world is becoming smaller as barriers to travel are removed, and there is a great need for development of human resources.

Residency Requirements:

A large percentage of foreign students have requested a reduction in tuition and fees through an exemption in the residency requirement. This particular issue is difficult to review at this time. The residency statute is involved in litigation and until the final disposition of the case is determined, changes in the law are unlikely.

Tuition Waivers at the Two Universities:

Twenty-five years ago the legislature authorized 100 tuition and fee waivers for each of the public universities. These waivers were provided in the form of a scholarship to a deserving foreign student. However, because of the changing emphasis of student financial aid,

Washington State University in the 1950's changed the award to a grant and distribution was made on the basis of financial need. There are many difficulties encountered in determining the financial need of the foreign student, however, every effort should be made to follow the lead established by Washington State University and establish criteria for award determination.

Additional assistance should be available to foreign students through the establishment of a state work/study program. Foreign students should be eligible at least to the levels specified by the regulations of the immigration service.

Exchange Programs:

Several institutions have entered into exchange programs with specific foreign institutions. The exchange program includes an agreement in which a student accepted into the program pays tuition and fees at the home institution and attends the foreign institution. This approach to foreign study is advantageous to both the American student and the foreign student alike. The program circumvents the higher fees charged in American institutions and also creates involvement of the sending government or institution in a specific program.

Another approach to exchange programs allows the student to study abroad and pay the tuition and fees of the receiving institution. This program means foreign students must pay our higher cost of education, but the American student will receive the benefit of lower fees in the exchange participant's country. The tuition waiver grants at the two universities, where 47.4% of the foreign students reside, could be utilized to a greater extent than at present

to alleviate the burden of high tuition costs for foreign students. This would mean that exchange programs and foreign student programs would be brought into concert under an umbrella of international programs. Generally, the institutions have two separate programs which are unrelated. It is considered to be in the best interests of both the institution and the foreign student program to integrate study abroad programs with the foreign student programs and to allocate aid or financial resources to benefit both the American and foreign students.

Institutions in the State of Washington that affiliate themselves with a sister institution in a foreign nation could readily and at no great increase in cost interchange faculty to better achieve the goals of an international education. A faculty member with a foreign background can more readily inter-relate with foreign students.

Clearinghouse for Foreign Student Programs:

One of the largest problems facing foreign students as well as administrators, advisors, and faculty involved in foreign student programs is the lack of information and guidance available for special programs for foreign students. Some institutions have realized the need for special support services for foreign students primarily because of large numbers of foreign students present on the campus. Other institutions have relatively few foreign students, and therefore, support services are not available. The community colleges generally fall into this category.

Special facilities and orientation programs are a step toward solving problems associated with foreign students. However, such facilities and the expertise necessary to conduct orientation programs is expensive and may be highly duplicative if created for a small number of students. Instead cooperative programs should be established to orient the foreign students. These programs could be set up regionally with public, private, four-year and two-year colleges and universities participating. The goals and objectives of such a consortium approach should be to recognize the needs of foreign students and to fulfill those needs in the least expensive manner utilizing existing facilities and resources. English as a second language, counseling regarding finances, introduction to study skills necessary for success in academic classes, etc. could be part of a special program provided during the summer or just before classes begin.

Further, an exchange of information regarding various programs could take place, providing assistance to campuses which lack supportive services and the necessary personnel to handle foreign students. Each campus as a minimum should have a foreign student coordinator to counsel students. This would be a minimum recommendation for each program.

The establishment of a Foreign Student Clearinghouse would provide what now seems to be lacking in dealing with foreign students on the various campuses. The clearinghouse could identify special needs, provide resources and advice necessary for foreign student programs, plan and develop regional orientation programs, and implement a program of English as a second language as a part of orientation at selected schools.

The clearinghouse could also establish guidelines for minimal foreign student programs and integrate further development of special exchange programs with foreign institutions and foreign countries.

This vehicle would provide a coordinated approach to foreign student programs in Washington institutions of higher education. A special advisory group should be established to further explore the clearinghouse and determine the economic feasibility of such a program.

This report and its recommendations will be disseminated to persons responsible for foreign student programs, administrators, and foreign students for further recommendations, comments, and criticism.

APPENDIX

The Appendix to this report contains the response, by institution, to questions ask in the "International Student Program Questionnaire".

ENROLLMENT OF INTERNATIONAL STUDENTS IN WASHINGTON STATE INSTITUTIONS OF HIGHER EDUCATION, BY SEX, REGION OF ORIGIN, LEVEL OF ENROLLMENT AND INSTITUTION FALL, 1970

INSTITUTION	TOTAL	SEX		ENROLLMENT LEVEL		REGION OF ORIGIN							
		MALE	FEMALE	UNDERGRAD.	GRADUATE	AFRICA	ASIA	CANADA	EUROPE	MIDDLE AMERICA	OCEANIA	SOUTH AMERICA	OTHERS
University of Washington	1,138	878	260	331	807	60	598	113	264	26	27	17	13
Washington State University	537	447	90	278	259	35	302	120	42	3	14	21	-
Central Wash. St. Col.	32	29	3	25	7	1	14	13	2	1	-	1	-
Eastern Wash. St. Col.	70	56	14	60	10	3	18	47	1	1	-	-	-
Western Wash. St. Col.	222	212	10	100	122	5	34	172	9	2	-	-	-
The Evergreen State College	-	-	-	-	-	-	-	-	-	-	-	-	-
Fort Wright College	8	-	8	8	-	1	4	2	-	-	-	-	1
Gonzaga University	79	66	13	52	27	-	8	43	8	5	-	9	6
Northwest College	7	5	2	7	-	-	3	3	-	-	-	1	-
Saint Martin's College	30	29	1	30	-	1	24	3	-	1	-	1	-
Pacific Lutheran University	32	22	10	29	3	5	3	7	3	2	-	-	12
Seattle Pacific College	64	50	14	62	2	7	28	20	-	-	-	3	6
Seattle University	58	37	21	57	1	6	16	25	-	1	-	2	8
University of Puget Sound	74	56	18	56	18	3	20	17	28	3	1	2	-
Walla Walla College	186	112	74	175	11	3	30	139	1	9	1	3	-
Whitman College	15	10	5	15	-	1	6	3	2	-	-	3	-
Whitworth College	18	16	2	16	2	1	9	7	-	-	-	1	-
Bellevue	16	6	10	16	-	-	9	2	2	1	-	2	-
Big Bend	22	21	1	22	-	1	19	1	1	-	-	-	-
Centralia	14	13	1	14	-	-	13	-	-	-	-	1	-
Clark	11	10	1	11	-	-	9	-	-	-	1	1	-
Columbia Basin	8	8	0	8	-	-	3	4	-	1	-	-	-
Edmonds	4	4	0	4	-	-	4	-	-	-	-	-	-
Everett	24	21	3	24	-	3	13	8	-	-	-	-	-
Fort Steilacoom	8	7	1	8	-	1	3	3	-	-	-	1	-
Grays Harbor	6	-	-	6	-	-	4	1	-	-	1	-	
Green River	15	13	2	15	-	-	9	4	1	-	-	1	-
Highline	26	24	2	26	-	-	12	4	-	-	-	1	9
Lower Columbia	29	25	4	29	-	2	23	-	-	1	2	1	-
Olympic	21	12	9	21	-	1	13	3	1	-	1	2	-
Peninsula	14	13	1	14	-	2	11	-	-	-	1	-	-
North Seattle	47	20	27	47	-	-	22	5	10	2	-	5	3
Seattle Central	220	142	78	220	-	17	164	2	10	13	2	12	-
South Seattle	10	10	0	10	-	-	9	-	-	-	-	1	-
Shoreline	35	25	10	35	-	8	14	6	4	2	-	1	-
Skagit	8	8	0	8	-	-	5	-	-	-	-	-	3
Spokane *	67	58	9	67	-	1	35	22	6	-	1	2	-
Spokane Falls	-	-	-	-	-	-	-	-	-	-	-	-	-
Tacoma	18	9	9	18	-	-	10	1	3	-	3	1	-
Walla Walla	38	32	6	39	-	-	20	14	1	3	-	-	-
Wenatchee	18	12	6	18	-	-	1	15	-	-	-	2	-
Yakima Valley	33	27	6	33	-	-	28	5	-	-	-	-	-

*Spokane and Spokane Falls have been combined

ENROLLMENT OF INTERNATIONAL STUDENTS IN WASHINGTON STATE INSTITUTIONS OF HIGHER EDUCATION, BY SEX, REGION OF ORIGIN, LEVEL OF ENROLLMENT AND INSTITUTION
FALL, 1971

INSTITUTION	TOTAL	SEX		ENROLLMENT LEVEL		REGION OF ORIGIN							
		MALE	FEMALE	UNDERGRAD.	GRADUATE	AFRICA	ASIA	CANADA	EUROPE	MIDDLE AMERICA	OCEANIA	SOUTH AMERICA	OTHERS
University of Washington	955	759	196	306	649	43	535	96	198	20	13	26	4
Washington State University	422	333	89	232	190	33	243	81	31	7	16	11	-
Central Wash. St. Col.	40	34	6	34	6	3	17	17	2	1	-	-	-
Eastern Wash. St. Col.	95	66	29	87	8	7	35	50	2	1	-	-	-
Western Wash. St. Col.	223	166	57	180	43	8	31	166	10	2	4	2	-
The Evergreen State College	5	3	2	5	-	-	-	4	-	-	-	1	-
Fort Wright College	7	-	7	7	-	1	4	2	-	-	-	-	-
Gonzaga University	75	63	12	67	8	-	3	41	5	1	-	8	17
Northwest College	8	5	3	8	-	-	3	3	1	-	-	1	-
Saint Martin's College	35	33	2	35	-	-	34	-	-	-	-	1	-
Pacific Lutheran University	83	58	25	72	11	-	70	4	3	-	-	-	6
Seattle Pacific College	77	36	41	77	-	6	34	31	4	2	-	-	-
Seattle University	72	61	11	66	6	3	57	6	5	-	-	1	-
University of Puget Sound	81	60	21	61	20	5	19	22	31	2	-	2	-
Walla Walla College	186	107	79	178	8	-	22	127	11	12	-	7	7
Whitman College	14	8	6	14	-	1	4	3	4	1	-	1	-
Whitworth College	21	18	3	17	4	3	10	7	-	-	-	1	-
Bellevue	18	8	10	18	-	-	13	1	2	-	-	2	-
Big Bend	17	16	1	17	-	1	13	2	-	1	-	-	-
Centralia	20	19	1	20	-	1	16	1	-	2	-	-	-
Clark	27	25	2	27	-	1	22	-	-	-	1	3	-
Columbia Basin	11	10	1	11	-	-	7	2	-	-	-	2	-
Edmonds	5	5	-	5	-	-	4	1	-	-	-	-	-
Everett	44	33	11	44	-	-	35	8	1	-	-	-	-
Fort Steilacoom	9	5	4	9	-	-	6	1	-	-	-	2	-
Grays Harbor	5	2	3	5	-	-	3	-	2	-	-	-	-
Green River	8	7	1	8	-	-	4	3	1	-	-	-	-
Highline	32	26	6	32	-	-	30	-	2	-	-	-	-
Lower Columbia	34	31	3	34	-	-	33	-	-	1	-	-	-
Olympic	20	14	6	20	-	1	12	2	3	-	-	1	1
Peninsula	10	10	-	10	-	3	7	-	-	-	-	-	-
North Seattle	108	46	62	108	-	-	29	5	21	4	-	4	45
Seattle Central	164	108	56	164	-	10	133	-	7	6	1	7	-
South Seattle	12	11	1	12	-	1	11	-	-	-	-	-	-
Shoreline	60	39	21	60	-	8	39	6	3	3	-	1	-
Skagit Valley	8	8	-	8	-	-	4	3	1	-	-	-	-
Spokane	27	19	8	27	-	-	11	10	1	5	-	-	-
Spokane Falls	37	33	4	37	-	-	21	15	-	-	-	-	1
Tacoma	19	9	10	19	-	-	14	-	3	1	1	-	-
Walla Walla	28	21	7	28	-	-	22	4	-	2	-	-	-
Wenatchee Valley	19	15	4	19	-	-	4	12	2	1	-	-	-

ENROLLMENT OF INTERNATIONAL STUDENTS IN WASHINGTON STATE INSTITUTIONS OF HIGHER EDUCATION, BY SEX, REGION OF ORIGIN, LEVEL OF ENROLLMENT AND INSTITUTION
FALL, 1972

INSTITUTION	TOTAL	SEX		ENROLLMENT LEVEL		REGION OF ORIGIN							
		MALE	FEMALE	UNDERGRAD.	GRADUATE	AFRICA	ASIA	CANADA	EUROPE	MIDDLE AMERICA	OCEANIA	SOUTH AMERICA	OTHERS
University of Washington	1,006	819	187	-	-	58	555	109	106	15	14	36	35
Washington State University	393	299	94	214	179	25	215	65	33	5	9	16	8
Central Wash. St. Col.	39	27	12	38	1	1	8	18	6	1	0	1	-
Eastern Wash. St. Col.	73	56	17	62	11	12	38	17	2	-	-	1	-
Western Wash. St. Col.	152	ND	ND	ND	ND	0	21	104	8	0	2	2	-
The Evergreen State College	5	2	3	5	-	-	-	3	1	-	-	-	1
Fort Wright College	3	-	3	3	-	-	2	-	-	1	-	-	-
Gonzaga University	61	47	14	50	11	5	18	22	5	2	-	3	17
Northwest College	11	8	3	11	0	-	1	6	2	-	-	2	-
Saint Martin's College	31	28	3	31	-	2	12	1	-	-	-	1	-
Pacific Lutheran University	86	63	23	72	14	4	66	2	1	-	-	-	2
Seattle Pacific College	71	35	36	71	-	9	28	32	1	-	-	1	-
Seattle University	127	89	38	123	4	12	70	8	4	1	1	1	20
University of Puget Sound	60	48	12	40	20	3	18	10	21	1	1	-	-
Walla Walla College	174	91	88	174	5	4	18	123	7	15	2	4	3
Whitman College	11	6	5	11	-	2	4	-	2	1	-	2	-
Whitworth College	27	22	5	22	5	4	14	7	-	2	-	-	-
Bellevue	27	15	12	27	-	2	15	1	1	-	-	4	-
Big Bend	17	14	3	17	-	1	3	-	-	1	-	1	-
Centralia	6	4	2	6	-	2	3	1	-	-	-	-	-
Clark	19	19	-	19	-	1	4	-	-	1	1	2	-
Columbia Basin	4	4	-	4	-	-	1	-	-	2	-	-	-
Edmonds	-	-	-	-	-	-	-	-	-	-	-	-	-
Everett	28	27	1	28	-	-	16	3	-	-	-	-	-
Fort Steilacoom	7	4	3	7	-	-	3	-	-	-	-	4	-
Grays Harbor	8	7	1	8	-	-	7	-	1	-	-	-	-
Green River	9	7	2	9	-	1	1	5	1	-	-	-	-
Highline	36	29	7	36	-	8	22	4	-	-	-	1	-
Lower Columbia	29	24	5	29	-	1	4	1	-	-	-	-	-
Olympic	10	5	5	10	-	-	7	-	1	-	1	1	-
Peninsula	6	6	-	6	-	2	1	-	-	-	-	-	-
North Seattle	38	19	19	38	-	----------Not Available----------							
Seattle Central	82	60	22	82	-	5	61	1	2	2	-	-	-
South Seattle	8	7	1	8	-	1	6	-	-	-	-	-	-
Shoreline	96	67	29	96	-	15	44	4	6	2	-	9	10
Skagit Valley	5	3	2	5	-	-	2	-	1	-	-	-	-
Spokane	26	15	11	26	-	2	5	9	4	4	-	1	-
Spokane Falls	37	24	13	37	-	1	14	15	5	-	2	-	-
Tacoma	36	20	16	36	-	6	7	-	7	4	-	2	1
Walla Walla	25	15	10	25	-	3	15	5	-	1	-	-	-
Wenatchee Valley	19	15	4	19	-	-	1	17	1	-	-	-	-
[illegible]	42	38	4	42	-	1	38	-	-	-	-	-	-

INSTITUTION	POLICY ON ENROLLMENT OF INTERNATIONAL STUDENTS	ADMISSION POLICY FOR INTERNATIONAL STUDENTS	FINANCIAL STATEMENT REQUIRED	ENGLISH LANGUAGE PROFICIENCY STANDARDS	ENROLLMENT LIMITATIONS OR QUOTAS
University of Washington	Encourage attendance; enhance international aspects of education of American students	English proficiency and ability to finance education.	YES $3800 (sponsor)	T.O.E.F.L. 500 or better	NONE
Washington State University		Most all applicants are expected to have a high school degree or its equivalent	YES $3200	T.O.E.F.L. No cut off point	3% quota 25% from one country
Eastern Washington State College	NONE	Above average marks in secondary program; transfers must have attended recognized institution	YES $2400	T.O.E.F.L. 500 or better	NONE
Western Washington State College	Neither quota nor limitations exist.	Evidance of ability to succeed in college study English proficiency and abiltiy to finance educ.	YES CERTIFY FINANCIAL ABILITY	T.O.E.F.L. 500 or better	NONE
Central Washington State College	Encourages applications from students of foreign countries	English proficiancy	YES Certify financial ability	T.O.E.F.L. 500 or better	NONE
The Evergreen State College	Encourage a rich mixture of students in student body	Same as all prospective students except English proficiency	N/A	T.O.E.F.L. completion	NONE
Fort Wright College	Same as domestic students and English proficiency	Same as domestic students and English proficiency	YES Certify financial ability	T.O.E.F.L. or Michigan Test	NONE
Gonzaga University	Welcome enquiry and eventual enrollment	Sufficient command of English Lang. and meet requirements of domestic students	YES Certify financial ability	T.O.E.F.L. or S.A.T.	NONE
Northwest College	Same as for enrollment of domestic students	Same as for domestic students	YES Must meet regular requirements	T.O.E.F.L.	NONE
Saint Martin's Coll.	Limit enrollment of international students limited facilities to meet their needs	English proficiency GPA 2.5 or better	Certify financial ablility	T.O.E.F.L. or English at Lang. Center	Not specified
Pacific Lutheran University	Welcomes opportunity to meet the educational needs of International students		Declaration and Certification of Finances	T.O.E.F.L.	NONE
Seattle Pacific College	Accept all foreign students who can qualify for admission	GPA 3.0; proficiency in English; completion of secondary school	YES ($2800-$3000)	T.O.E.F.L. 500 or better SAT Verbal - 400 or better	NONE
Seattle University	Must meet general admissions requirements	TOEFL and SAT GPA 3.0 A total years expense 45 transferable credits	YES Deposit of first years expenses	T.O.E.F.L. or S.A.T.	NONE
University of Puget Sound	Supports the philosophy of a diverse student body	Must meet standards of domestic students and English proficiency	YES Confidential Financial Information Form	T.O.E.F.L. 500 or better or interview	NONE
Walla Walla College	Same as normal enrollment	NONE		T.O.E.F.L. or test from American Counsel	NONE
Whitman College	Interested in the enrollment of international students but limited educational support	Must be able to meet rigorous competition within the College	YES $3,350 yr.	T.O.E.F.L. or SAT English Achievement Test	NONE
Whitworth College	Welcomes all qualified persons regardless of race creed or national origin	Same academic requirements as U.S. citizens	YES Parent's Confidential Statement of Support	T.O.E.F.L.	NONE

PLANNED EXPANSION ON REDUCTION	RESIDENCY STATUS	QUALIFICATION FOR RESIDENT TUITION	NUMBER	SPECIAL FEES	INSTITUTION
Stay the same. Maintenance of our present proportionate mix of students ought to provide an adequate cosmopolitan mix.	Non-Resident	Graduate assistantship, married to full time staff; 20 hour a wk. position in Univ. office for at least 5 weeks.	225	Orientation fee $25 Insurance $49.50	University of Washington
Expand.	Non-Resident	Graduate assistantship; spouse works for Univ. as full time staff	50	Health Ins. for student & family $25 student only.	Washington State University
Stay the same. Do not offer course most requested (agriculture and engineering) or can not meet demand.	Non-Resident	None.	None	None	Eastern Washington State College
Expand. To expand slowly as resources are developed to make an international student education viable.	Non-Resident	Graduate Assistantship, spouses working for college.	7	None	Western Washington State College
Expand. Because of benefits derived by both Americans and International students.	Non-Resident	Graduate Assistantship.	2	None	Central Washington State College
	Non-Resident		None	N/A	The Evergreen State College
					Fort Wright College
					Gonzaga University
Stay the same. Increase would be no problem.	Resident	No difference	all	None	Northwest College
Not applicable.	Resident				Saint Martin's College
Expand. More heterogenous grouping of university scholars.	No differentiation.	Not applicable	N/A	None	Pacific Lutheran University
Stay the same. Economic necessity.	Non-Resident	All students pay tuition. (Private College)		Require group health Ins. $30 and $35.	Seattle Pacific College
Not applicable.	No			$30 orientation fee.	Seattle University
Expand. Increase with regular student enrollment maintaining a 3% ratio.	No distinction.	Not applicable	N/A	None	University of Puget Sound
Stay the same.	No distinction.	Not applicable	all	None	Walla Walla College
Stay the same.	No distinction.	Not applicable	N/A	None	Whitman College
Stay the same. Will continue to be open to those qualified.	No	No distinction	all	None	Whitworth College

INSTITUTION	POLICY ON ENROLLMENT OF INTERNATIONAL STUDENTS	ADMISSION POLICY FOR INTERNATIONAL STUDENTS	FINANCIAL STATEMENT REQUIRED	ENGLISH LANGUAGE PROFICIENCY STANDARDS	ENROLLMENT LIMITATIONS OR QUOTAS
Bellevue	No official school policy.	Translater transcript, Notarized affidavit of support, TOEFL	YES	TOEFL 500 or better	NONE
Big Bend	They meet the same requirements as are regular students except for financial form.	SAME		NONE	NONE
Centralia	No special written policy, if they are qualified, they are accepted.	TOEFL of 500. Academically above average financially self supporting.	YES--$2600	TOEFL 500 or better.	NONE
Clark		Evidence they can succeed in college program; TOEFL and financial self supporting.			1% quota 1/3 from one country.
Columbia Basin	English proficiency and appropriate financing.	SAME	YES--Local sponsor who can help financially	TOEFL	NONE
Edmonds	Do not plan to admit foreign students unless they can profit from regular college program.	SAME	YES Evidence of money for room & board, rt. air fare.	Evidence of ability to profit from college.	NONE
Everett	Discourage students from attending for many reasons.	SAME		TOEFL	NONE
Fort Steilacoom	Limited by the program of studies we offer.	SAME	YES--Sponsor	Interview	NONE
Grays Harbor	Age 18 or more, 12 yrs. of school, $2000 and knowledge of English.	SAME	YES Written statement of support from sponsor or parents.	TOEFL	NONE
Green River		TOEFL, financial support and local sponsor.	YES	TOEFL 500 or better.	NONE
Highline		English ability, financial support and health document.	YES	TOEFL	NONE
Lower Columbia	Foreign students will be admitted and retained on a selective basis in accordance with resources available.	Secondary preparation, adequate financing, English proficiency.		TOEFL--540 Michigan Test 75	NONE
Olympic	Welcome foreign students, improve understanding of people with different cultures.	TOEFL and adequate financing.	YES	TOEFL or Michigan Test	NONE
Peninsula	Foreign students admitted on same basis as others. English proficiency.			TOEFL	NONE
North Seattle	Issued an I-20 form by registrar. Charged out-of-state tuition.	TOEFL score 375, transcript of all college and high school work at average level or above.	YES	TOEFL 375	NONE
Seattle Central	Full time pay non-resident tuition, work only with approval register each quarter.	Transcripts and TOEFL. Name of sponsor and show means of support.	YES	TOEFL or English Competency Test	NONE
South Seattle	Welcome and encouraged to learn more about our institutional programs.	Transcripts and TOEFL.	YES	TOEFL	NONE
Shoreline	Required to enter English as a second language program.		YES-Bond posted upon local bank/other means of support.		NONE
Skagit	Require that they take English at level needed. No written policy.	Academic record must show reasonable chance of success and $1000 deposit.	YES-Deposit $1,000	Urge attendance in inst. of Eng. lang.	NONE
Spokane	Open door policy, considers as any other student, except must meet qualifications.	18 yrs of age, high school graduate, English proficiency and adequate finances.	YES	TOEFL	NONE

PLANNED EXPANSION ON REDUCTION	RESIDENCY STATUS	QUALIFICATION FOR RESIDENT TUITION	NUMBER	SPECIAL FEES	INSTITUTION
Expand	Non-Resident	NONE	NONE	NONE	Bellevue
All students who meet requirements admitted.	Non-Resident	NONE	NONE	NONE	Big Bend
Stay the same Low enrollment, no special policy needed.	Non-Resident	NONE	NONE	NONE	Centralia
Stay the same. 1% quota not adequately staffed to handle more.	Non-Resident	NONE	NONE	NONE	Clark
Reduce	Non-Resident	NONE	NONE	NONE	Columbia Basin
Expand. Opportunity for cross cultural experience for native students.	Non-Resident	NONE	NONE	NONE	Edmonds
Stay the same. Limited personnel.	Non-Resident	NONE	NONE	NONE	Everett
Stay the same.	Non-Resident	Self-help.	NONE	NONE	Fort Steilacoom
Stay the same.	Non-Resident	NONE	NONE	NONE	Grays Harbor
Expand.	Non-Resident	NONE	NONE	NONE	Green River
Stay the same. maintain policy of no policy no significant expansion.	Non-Resident	Any one on immigration visa.	NONE	NONE	Highline
Expand. Asset to community, state and student body.	Non-Resident	NONE	NONE	NONE	Lower Columbia
Expand.	Non-Resident	Any one on immigration visa.	NONE	Insurance required.	Olympic
Stay the same.	Non-Resident			NONE	Peninsula
Stay the same.	Non-Resident	Student holding alien card one year.	NONE	NONE	North Seattle
Reduce. Set a quota for better balance and better counseling for those that are here.	Non-Resident	Full time employees of the State of Washington and their dependents.	NONE	NONE	Seattle Central
Stay the same large demand by locals limited staff and funding.	Non-Resident	Students holding alien card one year.			South Seattle
Stay the same. 1% of total student population.	Non-Resident	NONE		Insurance required.	Shoreline
Expand. Welcome all students who meet requirements.	Non-Resident	NONE	NONE	NONE	Skagit
Reduce financial difficulties for students and limited space.	Non-Resident	NONE	NONE	NONE	Spokane

INSTITUTION	POLICY ON ENROLLMENT OF INTERNATIONAL STUDENTS	ADMISSION POLICY FOR INTERNATIONAL STUDENTS	FINANCIAL STATEMENT REQUIRED	ENGLISH LANGUAGE PROFICIENCY STANDARDS	ENROLLMENT LIMITATIONS OR QUOTAS
Spokane Falls					
Tacoma	Support concept that cross-cultural education is valuable.	Complete academic record, financial resources, TOEFL health exam, and insurance.		TOEFL	NONE
Walla Walla	Translation of high school transcript, Test of English as a foreign language.	SAME	YES	TOEFL	NONE
Wenatchee	Discourage international students from attending.	SAME	YES-proof of $2000 available per year.	Sufficient to study at the college level.	NONE
Yakima Valley	Welcomes those that qualify and can benefit from programs offered.	Special admission requirements.	YES	TOEFL	NONE

PLANNED EXPANSION ON REDUCTION	RESIDENCY STATUS	QUALIFICATION FOR RESIDENT TUITION	NUMBER	SPECIAL FEES	INSTITUTION
					Spokane Falls
Stay the same. Plan to accommodate those that do attend.	Non-Resident	NONE	NONE	NONE	Tacoma
Stay the same. Accept students qualified but remain very selective.	Non-Resident	If considered a minor of a legal guardian or parent in Washington.	1	Insurance required.	Walla Walla
Stay the same.	Non-Resident	NONE	NONE	NONE	Wenatchee
Stay the same. Just right as far as staff goes.	Non-Resident	NONE	NONE	NONE	Yakima Valley

INSTITUTION	MAJOR SOURCE OF FUNDING									
	PARENT OR PRIVATE SOURCES		PART-TIME WORK ON CAMPUS		PART-TIME WORK OFF CAMPUS		TEACHING AND RESEARCH ASSISTANT		HOME GOVERNMENT SCHOLARSHIP	
	UG	G	UG	G	UG	G	UG	G	UG	G
University of Washington	350	450	50	140	50	100	0	200	20	75
Washington State University	94	39	NONE	NONE	20	10	9	103	4	3
Central Washington State College			24	4			0	3	1	0
Eastern Washington State College	N/A	N/A								
Western Washington State College	NO INFORMATION AVAILABLE		9	2	NO INFORMATION AVAILABLE			13	2	2
The Evergreen State College	2									
Northwest	2		3							
St. Martin's	17								12	
Pacific Lutheran	32									
Seattle Pacific	99%		99%		99%				1%	
Seattle University			6						10	
University of Puget Sound	61	11						1		
Walla Walla	131	0	31	0	2	0	0	3	4	0
Whitman	5									
Whitworth	12		0		0		0		3	
Bellevue	14									
Big Bend	20	90%	1	5%						
Centralia	9		0		0		0		5	
Clark	10									
Columbia Basin	X		X						X	
Edmonds	NO INFORMATION									
Everett	23	95%							1	5%
Ft. Steilacoom	6		2							
Grays Harbor	6		0		0		0		0	
Green River										
Highline	X				3					
Lower Columbia	16								10	
Olympic	14				5				2	
Peninsula	10								4	
North Seattle			2		7					
Seattle Central	123	56%			89	40%			4	2%
South Seattle	10									
Shoreline	64		4		25				4	
Skagit	3		2		1				3	
Spokane	67		0		0		0		0	
Tacoma	16									
Walla Walla	20		2		16		N/A		0	
Wenatchee	DO NOT ASK SOURCE OF FUNDS									
Yakima Valley	20		0		0		0		1	

U.S. GOV. SCHOLARSHIP UG	U.S. GOV. SCHOLARSHIP G	PRIVATE SCHOLARSHIP UG	PRIVATE SCHOLARSHIP G	OTHERS UG	OTHERS G	FUND LOAN	SCHOLARSHIPS	TUITION WAIVER	COMMUNITY SCHOLARSHIPS	INSTITUTION
10	100	6	40	4	0	YES $100/mon	YES $300-$500	YES 100 STUDENTS	PHI BETA KAPPA ALUM MORTAR BRD ALUM BUS&PROF WOMEN ASC. ENGLISH SPEAK. UNION	University of Washington
2	10	1	6	77	23	YES $300	RM/BRD BY FRATS AND SORORITIES	YES $1359	NONE	WASHINGTON STATE UNIV.
						YES $150	YES $447	NO	NONE	Central Wash. State College
		N/A	N/A			YES $250	YES	NO	FACULTY&ADMN. FOREIGN STUDENTS HOME-EC. DEPT. SORORTOMIST	Eastern Wash. State College
NO INFORMATION AVAILABLE		1	0	3	2	YES $25-$200 EACH	YES $200 (6)	NO	WWSC FOUNDATION	Western Wash. State College
										The Evergreen State College
				2		YES NOT SPECIFIED	YES $810	NO	NONE	Northwest
		1				NO	YES $500/SEM.	NO	NONE	St. Martin's
						NO	YES $1500	NO	NONE	Pacific Lutheran
		50%				NO	YES $600	NO	COUNCIL FOR INTL. STUDENTS	Seattle Pacific
				6		NO	YES $1000	YES $1000	NONE	Seattle Univ.
				1						University of Puget Sound
1	0	11	1	0	0	YES $1000	YES $300	YES $1650	NONE	Walla Walla
		7				NO	YES $1950	NO	ROTARY CLUB	Whitman
0		1		2		YES $1000	YES $1600	YES 25%	NONE	Whitworth
						YES	YES	NO	NONE	Bellevue
										Big Bend
0		0				YES $100	NO	NO	NONE	Centralia
		1				NO	NO	NO	NONE	Clark
						YES $50	NO	NO	NONE	Columbia Basin
NO INFORMATION						NO	NO	NO	NONE	Edmonds
						NO	NO	NO	NONE	Everett
						YES $66 PER QT.	YES $100 PER QT.	NO		Ft. Steilacoom
0		0				NO	NO	NO	INTERESTED INDIVIDUALS, LIONS & ROTARY	Grays Harbor
						NO	NO	NO	NONE	Green River
						YES	YES	NO	THREE OF FOUR LOCAL SCHOLARSHIPS	Highline
2		1				YES $100	NO	NO	NONE	Lower Columbia
						NO	NO	NO	NONE	Olympic
						YES	NO	NO	LOAN FUND COMMUNITY SUPPORTED	Peninsula
				38		NO	NO	NO	NONE	North Seattle
		4	2%			YES	NO	NO	NONE	Seattle Central
						NO	NO	NO	NONE	South Seattle
						NO	NO	NO	NONE	Shoreline
						YES $100	YES	NO	NONE	Skagit
0		0		0		YES $100	NO	NO	NONE	Spokane
2						YES $60	NO	NO	NONE	Tacoma
0		0				YES $100	NO	NO	OCCASSIONALLY PRIVATE CLUB WILL ASSIST	Walla Walla
WE DO NOT ASK FOR SOURCES OF FUNDS SO COULD NOT SUPPLY						NO	NO	NO	NONE	Wenatchee
0		0		12		YES $170	YES $170	NO	OCCASSIONALLY PRIVATE CLUB WILL ASSIST	Yakima Valley

INSTITUTION	POLICY ON EMPLOYMENT	SUMMER JOB IN AMERICA No.	SUMMER JOB IN AMERICA %	PART TIME DURING ACADEMIC YEAR No.	PART TIME DURING ACADEMIC YEAR %	TEACHING AND RESEARCH ASSISTANT No.	TEACHING AND RESEARCH ASSISTANT %
University of Washington	Students must maintain a satisfactory grade point ave. and a full course load. Permission for on-campus work is not generally granted by this office during the first year of study.	450		350		200	
Washington State University	The Immigration Service limits International students to 20 hrs per wk. Students are generally discouraged from working their first year. Work should not interfere with students completion of degree.	130		100		103	
Central Washington State College	On-campus employment is limited to 15 hours per week.	16	50%	24		2	
Eastern Washington State College	Institutional policy limits all students to 20 hours of work per week while classes are in session.	7		25		1	
Western Washington State College	Maximum 15 hr/wk of on-campus employment. No institutional restrictions on off-campus or community employment. (Must not displace a U.S. citizen.)	55	25%	55	25%	10	
The Evergreen State College							
Northwest	Same as for other students--a flexible scale based on academic load.	7	100%	5	75%	0	
Saint Martin's	The college follows guidelines and restrictions coming from the immigration people.	3	10%	3	10%	0	
Pacific Lutheran	15 hours per week on campus; none off campus.	2	5%	3	10%	0	
Seattle Pacific	Seattle Pacific College cooperates with the standard immigration rule of 20 hours per week.		99%		75%	0	
Seattle Univ.	On-campus jobs are usually restricted to 15 hours per week for students.	8		10		0	
University of Puget Sound	Recommends that the international student not attempt to work on campus more than 20 hours a week. There are no restrictions unless the student is unable to maintain academic standards.	6	8%	6	8%	1	
Walla Walla	N/A	170	90%	170	90%	approx. 4-10	
Whitman	Only common sense.	13	90%	13	90%	0	
Whitworth		6	1/3	6	1/3	0	

SPECIAL ASSISTANCE FOR JOB PLACEMENT	COUNSELORS	NUMBER	FULL-TIME OR PART-TIME	DUTIES AND RESPONSIBILITIES	INSTITUTION
Students are referred to the University Student Employment Office.	YES	2	FULL	Plan orientation program for new students. Assist with problems of immigration, housing, finances, & personal adjustment. Plan programs that facilitate Am. foreign student	University of Washington
NAFSA offers some assistance in notifying students about special employment or projects that are available in the summer. Placement Dir.	YES	2	1 PART 1 FULL	Same as those of the foreign student advisor at the U ofW	Washington State University
Special assistance from the Foreign Student Advisor.	NO			Gives orientation,advice,counseling. In charge of communication/interaction prgm. Maintains comunity and outside relations. In emergencies acts as advisor and consultant.	Central Washington State College
The International Student Advisor works with our business firms and the College in an informal manner.	YES	1	PART	The foreign student advisor is the person responsible for counseling but all the personnel staff is available to aid in any special cases.	Eastern Washington State College
Social security number requirement; employment obligations and responsibilities; standard job referrals.	YES	2	PART	Personal counseling, arranging reception & orientation functions, "touble-shooting" for academic problems. I20 documentation and related paperwork. Assist with legal, housing & financial prob.	Western Washington State College
	NO				The Evergreen State College
College employment services; on-campus employment; counseling assistance re: immigration regulations, procedures on employment.	NO				Northwest
A maximum of 15 hrs a week is allowed.	NO				Saint Martin's
Employment is given only after all other students are placed.	YES	3	PART	Communication & assistance in international students matriculation to PLU. Arranges host families for new international students.	Pacific Lutheran
The student is advised to check with the advisor before applying. Advisor will assist in filling out application.	YES	1	PART	Foreign Student Advisor	Seattle Pacific
	YES			The coordinator of foreign student serves as general academic advisor and refers students to the proper counselor for other specific needs.	Seattle Univ.
No special assistance other than that given to all students through the Job Placement Office. They are given advice as to the rules & regulations concerning employment by the US Immigration Service.	YES	1	PART	The major responsibility is to help the international student in his adjustment to life at the univ. specifically & the US in general.	University of Puget Sound
Placement service made available on same basis as national students.	NO				Walla Walla
They are given priority for summer jobs at the College.					Whitman
Normal college placement.	YES	3	PART	Academic counseling; personal problems and assisance.	Whitworth

INSTITUTION	POLICY ON EMPLOYMENT	SUMMER JOB IN AMERICA No.	SUMMER JOB IN AMERICA %	PART TIME DURING ACADEMIC YEAR No.	PART TIME DURING ACADEMIC YEAR %
Bellevue		8	50%	8	50%
Big Bend	Since they work off campus almost 100%, we have no control over this.	7	30%	5	20%
Centralia	Students are not permitted to work during academic year except for emergencies	2	10%	1	5%
Clark	We hope that foreign students are not forced towork while attending here. We require them to submit a financial statement which tells us that they financially stable for the academic year.	3		Unknown	
Columbia Basin	No policy established.	3		8	
Edmonds	NONE	0		0	
Everett	NONE	8	30%	3	10%
Ft. Steilacoom	NONE	2		2	
Grays Harbor	NONE	0		1	
Green River	NONE	7	50%	3	20%
Highline	NONE--only immigration denial of permits.	24	90%	8	25%
Lower Columbia	Immigration Service has jurisdiction over their employment. College policy restricts students to maximum of 3 hours per day.	3	10%	4	15%
Olympic	No policy. General rule do not encourage foreign students to work while attending & not to take jobs which might be filled by native students.	5	25%	3	14%
Peninsula	No formal restrictions.	5		1	
North Seattle	We do not permit our foreign students who are attending on student visas to hold a job.	5	10%	0	
Seattle Central	US Immigration restricts the number of working hrs. Limited to 20 hrs per wk, as long as it doesn't interfere with his studies.	165	75%	160	70%
South Seattle		1	10%	0	

SPECIAL ASSISTANCE FOR JOB PLACEMENT	COUNSELORS	NUMBER	FULL-TIME OR PART-TIME	DUTIES AND RESPONSIBILITIES	INSTITUTION
We have provided on-campus employment for many foreign students through our regular student employment program.	NO			To counsel students in classes.	Bellevue
We have jobs posted in the Student Financial Aid Office which they may look at.	YES	1	PART	To counsel students in classes.	Big Bend
Not permitted to work except during summer time.	NO				Centralia
Foreign students have the same opportunity to visit our placement office as do our own students. They are given every consideration if they are capable to meet the job requirements.	YES	1	PART	Answer any and all questions the student may have.	Clark
None in particular.	YES	1	PART	To assist student in any way possible.	Columbia Basin
None	NO				Edmonds
Once past six months initial period they have same opportunities as others for off-campus employment.	YES	1	PART	Assist in educational advisement to problems, housing problems, work permits visa & passport renewal, immigration regulation interpretation, etc.	Everett
On an individual basis.	NO				Ft. Steilacoom
None	NO				Grays Harbor
Work permit is given for summer employment only.	NO				Green River
None	YES	1	PART		Highline
Referral to local department stores; also try to place on-campus.	NO				Lower Columbia
Does not assist foreign students in the employment placement function.	YES	1	PART		Olympic
The community is generally willing to provide work for the foreign student.	NO				Peninsula
None, we do not permit them to work during the regular academic year.	YES	1	PART	Evaluate application for admittance and counsel student on academic & personal problems.	North Seattle
We refer them to our own Financial Aids/Placement Office for job assistance. Students cannot work without approval from US Immigration.	YES	3	2 FULL 1 PART	Assist students in reaching educational goals, solving personal problems, to orient student to his responsibility.	Seattle Central
None	NO				South Seattle

INSTITUTION	POLICY ON EMPLOYMENT	SUMMER JOB IN AMERICA		PART TIME DURING ACADEMIC YEAR	
		No.	%	No.	%
Shoreline	Limit of 15-20 hrs--according to Immigration regulations.	30	60%	10	30%
Skagit	Two hours per day.	1		1	8%
Spokane	None. Recommend no more than 40 hours per month.	33	50%	42	70%
Tacoma	Can't work more than 15 hours per week on campus. His first purpose is to study, he has to spend twice as many hrs as the US student does in homework.	12	75%	9	50%
Walla Walla	15 hours a week.	12		10	
Wenatchee		Few request for I-538		Not applicable.	
Yakima Valley	No policy. Advisor warns them against more than 20 hrs. Most of those who work do not spend more than 10 hrs in such work. Devote most of time to studies.	23	70%	3	10%

SPECIAL ASSISTANCE FOR JOB PLACEMENT	COUNSELORS	NUMBER	FULL-TIME OR PART-TIME	DUTIES AND RESPONSIBILITIES	INSTITUTION
	YES	1	PART		Shoreline
Told of immigration limitations, assist in finding part time off-campus employment.	YES	1	PART	Assist student in any way needed academic, personal or financial.	Skagit
Counseling staff and Student Activities Office.	NO				Spokane
The college is authorized to grant on-campus work permission during the academic yr & off campus work permission during the summer.	YES	1	PART		Tacoma
A placement office with a full time job counselor to assist all students attempting to find employment.	YES	1	PART		Walla Walla
The US Immigration Service says they can't work, so we so advise them.	NO				Wenatchee
Some orientation is provided on application procedures & expectations of the potential American employer.	YES	1	PART		Yakima Valley

INSTITUTION	SPECIAL SENATE OR ORAGNIZATION FOR INTERNATIONALS	CAMPUS ORGANIZATIONS RELATED TO THE INTERNATIONAL STUDENT PROGRAM		
		ORGANIZATION	PRESIDENT	ADVISOR
UNIVERSITY OF WASHINGTON	Yes	Foreign Student Council		
		Cosmopolitan Club		
		13 Ethnic Organizations		
WASHINGTON STATE UNIVERSITY	Yes	International Relations Comm.	Ms. Eva Ho	Ms. Boyd
		Foreign Student Council		
		National Groups		
EASTERN WASHINGTON STATE COLLEGE	Yes	Foreign Student Club	Janny Chung	O. Killin
WESTERN WASHINGTON STATE COLLEGE	Yes	Women of Western	Joan McDonnell	
		International Club	Peter Lubenow	
CENTRAL WASHINGTON STATE COLLEGE	Yes	International Club	(1970-1971) Inactive	
THE EVERGREEN STATE COLLEGE				
NORTHWEST COLLEGE	No			
ST. MARTIN'S COLLEGE	Yes	International Club	Fahad Dweileh	Dr. Sinco
PACIFIC LUTHERAN UNIVERSITY	Yes	International Student Organization		Margaret Wickstrom
SEATTLE PACIFIC COLLEGE	Yes	Council for International Studies	Shirley Daniel	Opal Townsend
		International Club	Marrio Debaba	Opal Townsend
SEATTLE UNIVERSITY	Yes	International Club	Yoshitaka Odada	Mrs. Ridge
UNIVERSITY OF PUGET SOUND	Yes	International Club	Jitu Shah	Dr. Heppe
		International House	Han Van De Meerendonk	International Club
WALLA WALLA COLLEGE	Yes	Cosmopolitan Club	Lam Yuen	G.L. Caviness
WHITMAN COLLEGE	Yes			
WHITWORTH COLLEGE	Yes	Cosmopolitan Club	Sia Si Toh	E. Hendricks R. Wurster

AND THEIR PURPOSE	FOREIGN STUDENT COORDINATOR		
PURPOSE	NAME	TITLE	INSTITUTION
Social exchange with all international students and between international students and Americans SAME	Edward L. Carpenter	Director	UNIVERSITY OF WASHINGTON
Social exchange with other international students of the same nationality.			
Social exchange with all international students and between international students and Americans Social exchange between international students and Americans and concerns and needs			WASHINGTON STATE UNIVERSITY
Social exchange for those of the same nationality			
Social exchange with all international students and between international students and Americans A base from which special group or individual problems can be discussed and solved	Professor Orland B. Killin		EASTERN WASHINGTON STATE COLLEGE
Facilitating initial adjustment of international students through "Host Family" program Social contacts and cultural exchange	Miss Mary Robinson	Dean of Women	WESTERN WASHINGTON STATE COLLEGE
Social exchange between international students and Americans	Marybelle C. Rockey		CENTRAL WASHINGTON STATE COLLEGE
			THE EVERGREEN STATE STATE COLLEGE
			NORTHWEST COLLEGE
Social and cultural exchange	Dr. Edelmira D. Sinco		ST. MARTIN'S COLLEGE
Social exchange between international students and Americans	Miss Margaret Wickstrom	Dean of Women	PACIFIC LUTHERAN UNIVERSITY
Fund raising	Mrs. Opal Townsend		SEATTLE PACIFIC COLLEGE
Social exchange between international students and Americans			
Social exchange between international students and Americans	Mrs. Mary M. Ridge	Director, Pre-Major Program	SEATTLE UNIVERSITY
Social exchange between international students and Americans	Miss Dorothy J. Morris		UNIVERSITY OF PUGET SOUND
A base from which special group or individual problems can be discussed and solved			
Social exchange with all international students and between international students and Americans.	Dean Donald D. Lake	Vice President for Student Affairs	WALLA WALLA COLLEGE
	Gordon H. Scribner	Dean of Students	WHITMAN COLLEGE
Social exchange between international students and Americans	Mr. Roland Wurster	Registrar	WHITWORTH COLLEGE

INSTITUTION	SPECIAL SENATE OR ORGANIZATION FOR INTERNATIONALS	CAMPUS ORGANIZATIONS RELATED TO THE INTERNATIONAL STUDENT PROGRAM		
		ORGANIZATION	PRESIDENT	ADVISOR
BELLEVUE COM. COLLEGE	Yes	Associated Student Body	Mark Wallbom	Jean Bolliger
BIG BEND COM. COLLEGE	Yes	International Club		Mrs. Massart
CENTRALIA COLLEGE	Yes	International Student Club		Victo Freund
CLARK COLLEGE	Yes	International Club for Understanding	NONE	Norm Roberts
COLUMBIA BASIN COLLEGE	No	NONE		
EDMONDS COM. COLLEGE	No			
EVERETT COM. COLLEGE	Yes	Cirona International Club	Shamoon Rafique	Mr. Heardall
FT. STEILACOOM COM. COLLEGE	No			
GRAYS HARBOR COM. COLLEGE	No	NONE		
GREEN RIVER COM. COLLEGE	No			
HIGHLINE COM. COLLEGE	No	NONE		
LOWER COLUMBIA COM. COLLEGE	Yes	International Club		Mr. Wood
OLYMPIC COLLEGE	Yes	Cosmopolitan		
PENINSULA COLLEGE	No			
NORTH SEATTLE COM. COLLEGE	No			
SEATTLE CENTRAL COM. COLLEGE	Yes	International Student Club	Ajay Parashar	Mr. Tsang
SOUTH SEATTLE COM. COLLEGE	No			
SHORELINE COM. COLLEGE	Yes	International Club	Alex Potebyna	Mr. Schot
SKAGIT VALLEY COM. COLLEGE	No			
SPOKANE COM. COLLEGE	Yes	International Student's Club	Cecelia Rojas	Lois Roach
TACOMA COM. COLLEGE	Yes	International Student Organization	Larry Lee	Phil Griffin
WALLA WALLA COM. COLLEGE	Yes	Foreign Student Club	NONE	Dr. Aichele
WENATCHEE VALLEY COM. COLLEGE	No			
YAKIMA VALLEY COM. COLLEGE	No	Cosmopolitan	William Chan	Ken Thompson

AND THEIR PURPOSE	FOREIGN STUDENT COORDINATOR		
PURPOSE	NAME	TITLE	INSTITUTION
Student government, social exchange between students			BELLEVUE COM. COLLEGE
	Robert L. Mason		BIG BEND COM. COLLEGE
Social and cultural exchange between foreign students and Americans	Victor Freund	Foreign Student Advisor	CENTRALIA COLLEGE
Social exchange with all international students and between themselves and American students	Mr. J. Manning Nelson	Dean of Students	CLARK COLLEGE
			COLUMBIA BASIN COLLEGE
	None		EDMONDS COM. COLLEGE
Social contact and information for non-foreign students	Credric M. Wardall	Foreign Student Admissions and Counceling	EVERETT COM. COLLEGE
	J. Paul Steadman	Dean of Students	FT. STEILACOOM COM. COLLEGE
	Dr. John M. Smith		GRAYS HARBOR COM. COLLEGE
	Don Isaacson	Coordinator of Admissions	GREEN RIVER COM. COLLEGE
	Jesse M. Caskey		HIGHLINE COM. COLLEGE
Social exchange between international students and Americans	Mrs. Nancy Borchgrevink		LOWER COLUMBIA COM. COLLEGE
Social, Educational etc.,	Arthur R. McCarty		OLYMPIC COLLEGE
	James Lumt		PENINSULA COLLEGE
	Alfred T. Small	Registrar and Director of Admissions	NORTH SEATTLE COM. COLLEGE
To promote an understanding between foreign students and U.S. students	John Vittone	Counselor	SEATTLE CENTRAL COM. COLLEGE
	Dr. James H. Rondeau	Registrar	SOUTH SEATTLE COM. COLLEGE
Social, educational and cultural.	Mary C. Stephens	Foreign Student Advisor	SHORELINE COM. COLLEGE
	Miss Louise Helmer		SKAGIT VALLEY COM. COLLEGE
Social exchange, discuss and solve problems	Mr. Gerhard O. Roth		SPOKANE COM. COLLEGE
Social exchange between international students and Americans			TACOMA COM. COLLEGE
Socialize, Adising and Counseling			WALLA WALLA COM. COLLEGE
	Don Brown		WENATCHEE VALLEY COM. COLLEGE
Social exchange between international and American students	Mr. Kenneth Thompson		YAKIMA VALLEY COM. COLLEGE

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